

Kindergarten

A health education program for students in kindergarten through grade three involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools* (1994):

- Acceptance of personal responsibility for lifelong health
- Respect for and promotion of the health of others
- An understanding of the process of growth and development
- Informed use of health-related information, products, and services

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement. The *Health Framework for California Public Schools* describes expectations of students in kindergarten.

Although much of their environment and daily living activities are beyond their control, students in kindergarten through grade three can choose many behaviors that contribute to good health. Because young children tend to be unselfconsciously egocentric, a curriculum that focuses on them and on what they can do to promote their well-being captures their interest and attention. The curriculum should begin with the children and their immediate environment so that they can make clear connections to information, concepts, skills, and behaviors. It should also sustain a focus on the children's social development as members of the classroom, the school, families, and communities. Throughout, the prevention of unhealthy behaviors and promotion of attitudes and behaviors that can lead to lifelong health practices should be strongly emphasized. (Page 56)

Acceptance of Personal Responsibility for Lifelong Health

Standard 1 The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.

Students in kindergarten who meet this standard will be able to:

- Recognize good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair, and nails.
- Recognize healthful food choices.
- Participate regularly in active play.
- Identify and share feelings in appropriate ways.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create or select a picture of good personal hygiene activities to be displayed on a bulletin board.
- Students will cut out pictures of healthful foods and paste them on a paper plate.
- Students will participate in physical activities at appropriate times throughout the school day and during physical education periods.

Standard 2 The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.

Students in kindergarten who meet this standard will be able to:

- Cooperate in regular health screenings.
- Understand that medications should be taken under the direction of parents, trusted adults, or health care providers.
- Demonstrate behaviors that prevent the spread of disease.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will cooperate during routine school health screenings.
- Students will role-play taking medications safely.
- Students will demonstrate proper hand-washing techniques.

Standard 3

The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.

Students in kindergarten who meet this standard will be able to:

- Identify and model safe behavior in or near motorized vehicles, including fastening seat belts and crossing the street safely.
- Identify who is a stranger and use appropriate behavior when interacting with strangers, including how to avoid contact with strangers.
- Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.
- Understand the need for using protective equipment in recreational and day-to-day activities.
- Understand appropriate behaviors in the presence of blood.
- Understand that medicines can be helpful or harmful.
- Identify products that should never be consumed, such as chemicals and cleaning products.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students, organized into small groups, will demonstrate safe behavior in or near motorized vehicles.
- Students will model appropriate ways to respond to and avoid strangers.
- Students will show correct responses during emergency drills.
- Students will draw pictures of protective equipment that they use in recreational and day-to-day activities.
- Students will discriminate between pictures of situations and indicate when medicine is helpful.

Respect for and Promotion of the Health of Others

Standard 4 The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.

Students in kindergarten who meet this standard will be able to:

- Demonstrate polite ways to talk to each other.
- Describe a family.
- Describe family responsibilities.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will use “please” and “thank you” and respectful terms when talking to others.
- Students will draw pictures of families and share information about them with the class.

Standard 5 The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Students in kindergarten who meet this standard will be able to:

- Understand and follow school practices relating to health.
- Identify practices that are good for the environment.
- Identify ways to share with others.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will demonstrate safe and healthy school practices, such as covering coughs and sneezes, disposing of tissues, washing hands, and following safety rules.
- Students will demonstrate practices that are good for their environment, such as turning off the lights and water in the classroom, recycling, and picking up trash.
- Students will cooperatively put together a puzzle when pieces are distributed among them.

An Understanding of the Process of Growth and Development

Key *Education Code* Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

- §51201.5 *Requires* that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See *Education Code* sections 51240, 51550, 51553, and 51820 for parent notification requirements.)
- §51240 *Ensures* the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.
- §51262 *Encourages* instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.
- §51550 *Requires* that:
- Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.
 - Instructional materials must be available for inspection.
 - Parents and guardians must be given the opportunity to exclude their child from this education.
- §51553 *Establishes* criteria for the course content of sex education to include:
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
 - Failure rates of condoms and other methods of contraception
 - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.
- §51820 *Requires* a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.

§60614 *Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.*

Standard 6 The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Students in kindergarten who meet this standard will be able to:

- Understand that living things come from other living things and have life cycles.

The following task might be used to determine whether the student is meeting the standard:

- Students will arrange in sequence pictures of life cycle changes.
- Students will draw pictures depicting the weekly growth of seeds that they planted as part of a class garden project.

Standard 7 The student will understand individual differences in growth and development.

Students in kindergarten who meet this standard will be able to:

- Describe their own physical characteristics.
- Name ways in which people are similar and ways in which they are different.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will draw an outline of their bodies, fill in physical characteristics, and share information about their pictures with the class.
- Students will compare similarities and differences of the physical appearances of their classmates.

Informed Use of Health-Related Information, Products, and Services

Standard 8 The student will identify products, services, and information that may be helpful or harmful to his or her health.

Students in kindergarten who meet this standard will be able to:

- Identify general information about the roles of health care workers.
- Recognize that not all products advertised or sold are good for them.
- Recognize that tobacco smoke is harmful to health and should be avoided.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will describe a recent experience with a health care worker.
- Students will sort pictures of helpful and harmful products.
- Students will explain the purpose of tobacco-free signs placed at each entrance of their school.